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ABSTRACT

The last few years have seen a growing interest in comparative international research on children and youth and in the development of internationally comparable indicators of well-being. This paper provides an overview of 13 international surveys that can be used to support such work. In addition to a basic description of the survey, each overview lists the following: (1) participating countries; (2) the types of measures collected; (3) how to access the data for analysis; (4) how the surveys are funded; and (5) contact information. The surveys described in this paper are: (1) Health Behavior of School Children; (2) Asian Young Adult Reproductive Risk Project; (3) Caribbean Youth Health Survey; (4) Third International Mathematics and Science Study; (5) IEA Civic Education Study; (6) Progress in International Reading Literacy Study and the Reading Literacy Study; (7) Preprimary Project; (8) Program for International Student Assessment; (9) Second International Technology in Education Study; (10) European Community Household Panel; (11) Luxembourg Income Study; (12) Luxembourg Employment Study; and (13) International Social Survey Program. (Author/KB)

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International Surveys of Child and Family Well-Being: An Overview

By

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Preface

Over the last few years there has been a growing interest in comparative international research on children and youth, and in the development of internationally comparable indicators of well-being. This paper provides a brief overview of 13 international surveys that can be used to support such work. Each overview includes the following:

- a basic description of the survey
- participating countries
- the types of measures collected
- how to access the data for analysis
- how the surveys are funded
- contact information

Health Behavior in School-Aged Children Study (HBSC)

The Health Behavior in School-Aged Children Study (HBSC) is a cross-sectional, multinational study of health-related behaviors, attitudes, knowledge, and perceptions of youth. The study, coordinated with the World Health Organization, aims to increase understanding of youths' health behaviors and lifestyles. HBSC data is used to study trends over time, make international comparisons, and to analyze the relationships between health behavior, health, and the factors that affect them. The study was first fielded in 1983-1984 in four countries (Finland, Norway, England, and Austria) and has been conducted every four years since then. Thirty-five countries are participating in the 2001-2002 study, which begins in September and runs through April.

Who is Surveyed?

The HBSC is a school-based survey of youth with samples derived from grades in each country most likely to produce data on students at the average ages 11.5, 13.5, and 15.5.

Countries Participating in HBSC

1997-1998: Austria, Flemish- and French-speaking Belgium, Canada, the Czech Republic, Denmark, England, Estonia, Finland, France, Germany, Greece, Greenland, Hungary, Ireland, Israel, Latvia, Lithuania, Northern Ireland, Norway, Poland, Portugal, the Russian Federation, Scotland, Slovakia, Sweden, Switzerland, United States, and Wales

*In the 1997-1998 study regional samples were selected in France (Nancy-Lorraine and Toulouse-midi-Pyrenees), Germany (North Rhine-Westphalia), and the Russian Federation (St. Petersburg and district, Krasnodar kraj and Chelyabinsk oblast)

2001-2002: All of the countries from 1997-1998 with the exception of French-speaking Belgium and N. Ireland. Additional countries attempting to meet criteria to become full participants based on fulfilling HBSC protocol criteria: Macedonia, the Netherlands, Italy, Croatia, Malta, Slovenia, and Ukraine.

What Type of Information Does the HBSC Collect?

Student Questionnaires- Core Questions

Demographics: age, gender, household composition and parental occupation

General Health and Well-Being: medication use, tobacco use, and alcohol consumption, exercise patterns, leisure-time activities, eating habits, dental hygiene

Family and Peer Relations: shape of families, communication within families, peer relations and support

Focus Areas in 1997-1998 survey: school experiences, relationships with parents, socioeconomic status, body image.

- In addition, many countries fielded focus questions in the similar formats, but data may not have been included on the international file. These include height, weight, injuries, violence, and multiple risk behaviors.

Changes for the 2001-2002 survey

While the core topics are generally similar, some measures have been dropped, improved, or added (with new measures such as sexual health and marijuana use). Additionally, HBSC has developed sets of questions that will allow them to gather more focused information about particular areas of interest.

Accessibility of Data Gathered

Access to raw data can be arranged through the HBSC International Coordinator and the Data Bank Manager. A request for data should be sent to the Data Bank Manager with a detailed description of the research being done, the countries of interest, and a list of variables requested. An extract containing those variables will then be provided.

Data are available three years after the final international data file is released to the Principal Investigators (PI). Background information of the study and contact information for access to data can be found at http://www.ruhbc.ed.ac.uk/hbsc/.

Research Based on HBSC

The World Health Organization (WHO) is putting out a series of reports called Health Policy for Children and Adolescents (HEPCA) which is based mainly on the HBSC. The first two publications are currently available in pdf format at http://www.who.dk/HBSC/hbsc%20page.htm.

- "Health and Health Behaviour among Young People"- this report gives background on the HBSC and then covers the following topics: adolescents' general health and well-being, family and peer relations, school environments, socioeconomic inequalities in adolescent health, exercise and leisure time activities, eating habits, dental care, dieting, substance abuse, and sexual behavior.
- After the 1993-1994 study, WHO Regional publications published *The Health of Youth: A Cross-National Study* which provides similar information
- "Gender and Health in Adolescence" (1993-1994 data)- gender differences in adolescent mortality and morbidity, gender differences in perceived health status, gender differences in health-relevant behavior, alcohol consumption, smoking, medication use, physical activity, and nutrition and dietary habits

For further information about this series of publications, please contact the WHO Regional Office for Europe at postmaster@who.dk or the HBSC Coordinating Center through the contacts listed below.

Also available in pdf format is, "Drinking among young Europeans," at http://www.ruhbc.ed.ac.uk/hbsc/ – this document presents a review of the data on alcohol consumption obtained from the 1997-1998 HBSC. It refers to various forms of consumption (experimentation, regular use and excessive use) and includes some trend analysis.

Additionally, a list of publications based on HBSC data is available from the HBSC Coordinating Center. Contact Dr. Wolfgang Settertobule, at wosetter@uni-bielefeld.de, or Prof. Klaus Hurrelmann, at Klaus.hurrelmann@uni-bielefeld.de, for further information.

Funding

There is no central funding for the HBSC. Currently, the Coordinating Center is funded by the Scottish Executive through the Health Education Board for Scotland. The Data Coordinating Center is funded nationally in Norway through a number of sources. Recently both Centers have solicited and received support for services from some of the HBSC participating countries. The World Health Organization provides funding for some HBSC activities, such as publications, and provides funding assistance for some Principal Investigator's in participating countries. Each Principal Investigator must obtain their own funds to administer the survey and participate in HBSC meetings.

The U.S. surveys are currently supported through two Federal organizations, the Maternal and Child Health Bureau of the Health Resources and Services Administration and the National Institute of Child Health and Development.

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Websites: http://www.ruhbc.ed.ac.uk/hbsc/ - website is currently under construction but should be fully developed by early 2002

http://www.who.dk/HBSC/hbsc%20page.htm - website provides an introduction to HBSC and links to download publications

Asian Young Adult Reproductive Risk (AYARR) Project

The Asian Young Adult Reproductive Risk (AYARR) Project research network is committed to providing "comparative analysis of Asian young adult reproductive health surveys." While the AYARR project will be ending soon, the network has decided to continue and to seek support to expand both geographically and in terms of topics covered. The network's new name is the Asian Youth at Risk Research Network.

The network uses information from national surveys of Asian youth fifteen to twenty-four for international comparative research. The current focus is on young adult reproductive health issues and related risk behaviors. While the surveys used vary greatly, all collect substantial data on youths' sexual practices and reproductive health. Currently, six countries and territories in Asia participate in the project.

Who is Surveyed?

The AYARR project uses surveys of young adults, with most surveys covering youth ages fifteen to twenty-four.

Countries Participating in AYARR

Hong Kong, Indonesia, Nepal, the Philippines, Taiwan, and Thailand

What Type of Information Do the Surveys Collect?

All Surveys

Demographics: age, marital status, family members

Schooling: level attained, current enrollment

Housing: location, type of housing, living with parents

Survey Specifics:

(Most surveys are online at http://pisun2.ewc.hawaii.edu/ayarr/)

Hong Kong Adolescent Sexuality Survey (1981, 1986, 1991, 1996, 2001)

The Adolescent Sexuality Survey (ASS) was originally given only to in-school youth, but since 1986 has included all youth regardless of school status, which has extended the age range to 27-years-old. The survey is administered every five years by the Hong Kong Family Planning Association, a private, government funded organization, and represents youth across Hong Kong. The sample sizes range from 1,100 to 4,000 depending on the year and survey.

Topics covered include: life satisfaction, health status, friendships, personal relationships, dating, sexual behavior, knowledge of sexual health, homosexuality, knowledge of STDs, including HIV/AIDS, sex education, and contraception.

Indonesia Baseline Survey of Young Adult Reproductive Welfare (1998/1999)

The Indonesia Baseline Survey of Young Adult Reproductive Welfare (RRS) was funded by USAID and was administered to a cross-sectional sample of 8,000 single and ever-married young adults ages 15-24. A special questionnaire for youth 10-14 was also used.

Topics covered include: marriage and childbearing patterns; family characteristics; gender relations; education and career aspirations; media exposure and communications; indicators of health risk; knowledge of reproductive health; use of family planning methods and program services; and knowledge and treatment patterns for STDs, including HIV/AIDS.

Nepal Adolescent and Young Adult (NAYA) Survey (2000)

The Nepal Adolescent and Young Adult Survey sampled youth ages 14-22. The survey represents about sixty percent of Nepalese youth, all but those living in the northernmost mountain districts. Separate questionnaires were used based on the respondents' sex and marital status: unmarried females, married females, unmarried males, and married males.

Topics covered include: puberty; menstruation; friendship; love; marriage; sexual behavior; pregnancy and childbearing; knowledge and practice of family planning; knowledge of STDs, including HIV/AIDS; gender roles; mass-media exposure; awareness of girl-trafficking; and substance use.

Philippines: Young Adult Fertility and Study II (YAFS II)

(YAFS I 1982 (women only), YAFS II 1994, YAFS III 2002)

The Young Adult Fertility and Study II is conducted by a private foundation and the University of the Philippines Population Institute with many partner agencies in the government. The survey sample is nationally representative and covers males and females 15-24 both single and married. In 1994, almost 11,000 youth were surveyed.

Topics covered include: reproductive health knowledge and behavior, condom use, sex with commercial sex workers, homosexuality, and HIV knowledge/attitudes.

Taiwan Survey of Young Adults (1994)

The Survey of Young Adults was conducted by the New Family Planning Program. Three types of questionnaires were used: one for unmarried youth, one for married youth, and one "self-administering questionnaire" for questions of high privacy. Some findings of the survey can be compared to those of surveys in 1971, 1978, and 1984 that looked at young women's attitudes about the same sorts of topics.

Topics covered include: the knowledge, attitude, and practice of young adults on sex, cohabitation, timing of first marriage, mate selection, staying single for life, child-bearing and contraception, genetic health, risk behaviors to health, AIDS, parent-child relation, employment, living with parents after marriage, and youths' views of life.

Thailand: Family and Youth Survey (FAYS) (1994)

The Family and Youth Survey sampled youth ages 15-24 and is nationally representative.

Topics covered include: family background, education, work, family formation, self-esteem and values, health related issues, and sexual experience.

Accessibility of Data Gathered

The AYARR does not distribute the results of the individual surveys. The website does provide contact information for each of the national teams that can be contacted for access to the individual survey results.

Research Based on AYARR

The research network is working on a number of different comparative investigations.

Results are posted on their website when released (http://pisun2.ewc.hawaii.edu/ayarr/).

Topics include the following:

- "Family Influences on the Lifestyle of Filipino Youth" *Grace Cruz, Elma Laguna, Corazon Raymundo*
- "Liberal Views of Pre-marital Sex Now More Common Among Young Filipino Youth" *Midea Kabamalan*
- "Mass Media Exposure Among Youth in Urban Nepal" Shyam Thapa, Vinod Mishra
- "How Common is Early Sexual Onset and Sex Before Marriage?" *Peter Xenos, Sulistinah Achmad, Hui-sheng Lin, Ping-Keung Luis, Chai Podhisita, Corazon Raymundo, Shyam Thapa*
- "The Youth Tobacco Epidemic in Asia" *Minja Kim Choe, Ayke Soraya Kiting, Hui-Sheng Lin, Chai Podhisita, Corazon Raymundo, Shyam Thapa*

Funding

The AYARR project is funded by U.S. Agency for International Development (USAID), through the MEASURE Evaluation Project, and in coordination with the FOCUS on Young Adults program. The national surveys are independently funded.

Contact Information:

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Honolulu, Hawaii
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Peter Xenos is the contact for both the AYARR and the new AYRR network.

Website: http://pisun2.ewc.hawaii.edu/ayarr/ this website will continue to be functional when the AYARR project ends. When the AYRR network has a working website, users will be redirected there.

Caribbean Youth Health Survey (CYHS)

The Caribbean Youth Health Survey is the first multinational survey of Caribbean youths' health status. Organized by the World Health Organization (WHO) Collaborating Centre in Adolescent Health at the University of Minnesota, Minneapolis, MN and the Pan American Health Organization, the study's purpose is to provide both trend data for monitoring Caribbean youths' health and information that will help guide the creation of health programs. The survey was fielded in 1997 in nine of the eighteen Anglophone Caribbean nations, representing 71% of the population. The survey was administered to over 16,000 youths ages 10-18. Currently there are no plans to repeat the survey.

Who is Surveyed?

The Caribbean Youth Health Survey is given to in-school youth ages 10-18. It should be noted that only 23% of primary level students in the Caribbean go on to high school therefore the results are limited.

Countries Participating in CYHS (and sample size)

Antigua (2,158), Bahamas (1,787), Barbados (1,819), British Virgin Islands (400), Dominica (2,719), Grenada (1,255), Guyana (1,396), Jamaica (2,635), and St. Lucia (1,526)

What Type of Information Does the Survey Collect?

About You and School: country, race, age, sex, religion, grade, job, school grades, how student gets to school, after school activities, feelings about school and teachers, behavior problems

Tobacco, Alcohol, and Other Substances: drug and alcohol use, drinking and driving

Sexual Experience: sexual experience with male/female, sexual intercourse, forced sexual intercourse, number of sex partners, birth control use, pregnancy history, child support (males)

Abuse: physical or sexual

Risk Behaviors: skipping school, fighting, stealing, carrying a weapon, belonging to a

gang

Mental Health: worries (violence, abuse, graduating, etc.), depression, suicide thoughts

Family Characteristics: members of household, who student lives with, how many people share home

Relationships with Others: mother, father, other family members, adults in neighborhood, teachers, friends

Health: general health, health care, nutrition

Accessibility of Data Gathered

Individual countries collected data then sent the results to the University of Minnesota WHO Collaborating Centre for analysis. Currently there is not a public use data set. Researchers interested in using the data should contact the director, Robert Blum at the WHO Collaborating Centre in Adolescent Health (contact information is below).

The findings of the CYHS are detailed in "A Portrait of Adolescent Health in the Caribbean 2000," a report published by the WHO Collaborating Centre on Adolescent Health and the Pan American World Health Organization (available online at http://www.adolec.org/pdf/monogra2.pdf).

Research Based on CYHS

Research papers on the CYHS are currently being reviewed by journals and should be available later this year.

Funding

The CYHS project was supported by the government of Italy, PAHO Country Funds, and a grant from the Graduate School, University of Minnesota.

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Third International Mathematics and Science Study (TIMSS)

The Third International Mathematics and Science Study (TIMSS) is the largest international study of student achievement conducted by the International Association for the Evaluation of Educational Achievement (IEA). The study has been fielded twice, in 1995 and 1999, with plans for another round of tests in 2003. The purpose of the study is to gather current information that can be used for cross-national comparisons and to provide international benchmarking data and trend data so that countries can monitor their progress over time. More than 40 countries participated in 1995. Twenty-six of these countries chose to participate in 1999, the TIMSS Repeat, as did twelve new countries. In addition to countries participating in TIMSS, five U.S. states participated in the TIMSS in 1995 and thirteen U.S. states and fourteen U.S. school districts or consortia of districts chose to participate in a separate 1999 study, called TIMSS Benchmarking. The 2003 participants are not yet confirmed.

Who is Surveyed?

The 1995 study tested and surveyed students in three age groups: age 9 (grades 3 and 4), age 13 (grades 7 and 8) and students in their last year of secondary education. Every country that participated tested and surveyed children age 13. Testing for other ages was optional. The 1999 study involved only students age 13. The 2003 study will involve students ages 9 and 13. In addition, students, teachers and principals complete TIMSS surveys to give information about students' classroom and school environments.

Participants in TIMSS

Countries Participating in 1995: Argentina, Australia, Austria, Belgium, Bulgaria, Canada, Columbia, Cyprus, Czech Republic, Denmark, England, France, Germany, Greece, Hong Kong, Hungary, Iceland, Indonesia, Iran, Ireland, Israel, Italy, Japan, Korea, Kuwait, Latvia, Lithuania, Mexico[1], Netherlands, New Zealand, Norway,

[1] Did not report data.

Philippines[2], Portugal, Romania, Russian Federation, Scotland, Singapore, Slovak Republic, Slovenia, South Africa, Spain, Sweden, Switzerland, Thailand, United States
For results go to http://www.timss.org/timss1995i/Database.html

States Participating in 1995: Colorado, Illinois, Minnesota, Missouri, Oregon
For results go to http://nces.ed.gov/timss/timss95/benchmark.asp

Countries Participating in 1999: Australia*, Belgium*, Bulgaria*, Canada*, Chile, Chinese Taipei, Cyprus*, Czech Republic*, England*, Finland, Hong Kong, SAR*, Hungary*, Indonesia, Iran*, Israel*, Italy*, Japan*, Jordan, Korea*, Latvia*, Lithuania*, Macedonia, Malaysia, Moldova, Morocco, Netherlands*, New Zealand*, Philippines, Romania*, Russian Federation*, Singapore*, Slovak Republic* Slovenia*, South Africa*, Thailand*, Tunisia, Turkey, United States*
* Countries also participated in the TIMSS 1995 eighth grade assessment
For results go to http://www.timss.org/timss1999i/database.html

States Participating in 1999: Connecticut, Idaho, Illinois, Indiana, Maryland, Massachusetts, Michigan, Missouri, North Carolina, Oregon, Pennsylvania, South Carolina, Texas
For results go to http://nces.ed.gov/timss/timss-r/benchmark.asp

School Districts of Consortia of Districts Participating in 1999: Academy School District #20, Colorado Springs (CO); Chicago Public Schools (IL); Michigan Invitational Group (MI); Delaware Science Coalition (DE); First in the World Consortium (IL); Fremont/Lincoln/Westside Public Schools (NE); Guilford County (NC); Jersey City Public Schools (NJ); Miami-Dade County Public Schools (FL); Montgomery County (MD); Naperville Community Unit School District #203 (IL); Project SMART

[2] Data quality concerns kept the Philippines from being included in the 1995 report, the results were placed in an appendix.

Consortium (OH); Rochester City School District (NY); Southwest Pennsylvania Math and Science Collaborative (PA)

For results go to http://nces.ed.gov/timss/timss-r/benchmark.asp

What Type of Information Does the TIMSS Collect?

Data are collected from students, teachers, and principals. Students are tested using math and science assessments and surveyed to gather basic demographic information. Teachers complete surveys regarding instructional practices, preparation, and homework. Principals provide information about school characteristics, resources, and course offerings.

Student Testing (at the eighth grade level)

Science: earth science, life science, physical science, technology, history of science, environmental issues

Math: numbers, measurement, geometry, proportionality, functions, data representation, probability, statistics, elementary analysis, validation and structure

Student Surveys (sample of questions)

General Background Information: age, sex, grade, native born, native speaker, how many people live in home

Time Spent Outside of School: hours of homework, watching television, playing computer games, playing and talking with friends, working at a job, playing sports, reading for enjoyment

Educational Resources in the home: parents' education level, presence of computer, dictionary, study desk, books

Attitudes: whether student likes/dislikes school subjects, whether student thinks school subjects are important, how important is having fun, being good at sports, studying

Academic Expectations: expectations of parents, friends, and of the student for his or her self

School: what types of activities are done in different classes, are teachers accessible, are calculators or computers used in different classes, feeling of safety

Teacher Surveys (sample of questions)

subject taught and level, time spent on administrative duties, grading, etc., attitudes towards subjects, knowledge of national/regional educational curriculum, types of materials used, teaching limitations, what is taught at what level, what types of teaching methods are used

Principal Surveys (sample of questions)

number of staff, students, etc., who establishes school policies, hours spent on different tasks, restraints on instructional capacity, numbers of students skipping school, cheating, violating rules, etc., how the school day is divided, school violence

TIMSS Video Data for TIMSS 1995 and TIMSS-Repeat

The Video Study is a video survey of teaching practices. Nationally representative samples of 100 classrooms were taped in each participating country. In 1995 the video study was conducted in Germany, Japan, and the United States for mathematics classes. In the 1999 study, science and mathematics lessons were taped in seven countries: Australia, Czech Republic, Hong Kong, Japan, Netherlands, Switzerland, and the United States.

To view the National Center for Education Statistics Report for the first video study visit:
1995: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999074
1999: not released yet
Other Reports Available from http://www.lessonlab.com/timss-r/reports.htm
For information on the CD-ROM: *Video Examples from the TIMSS Videotape Classroom Study: Eighth Grade Mathematics in Germany, Japan, and the United States* go to http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98092

International Curriculum Study TIMSS 1995

As part of the TIMSS 1995, mathematics and science curriculums in participating countries were also analyzed. The study gathered documentation of curriculum plans and intentions. Nationally representative science and mathematics textbooks were also

collected. More information about the curriculum study can be found at http://ustimss.msu.edu/. The data can be viewed by individual country or as a complete set. In addition a series of six analytical reports are available at the website.

Accessibility of Data Gathered

The TIMSS international database for the 1995 TIMSS is available at http://www.timss.org/timss1995i/Database.html. The 1999 TIMSS Repeat database is available at http://www.timss.org/timss1999i/database.html. The databases are free of charge and are divided by age and country. The data are available in three formats: ASCII, SAS data sets, SPSS system files. The types of files available are data files, data almanacs, codebooks, test-curriculum matching analysis files (TCMA), and new scale scores. Documentation of the database is also available in PDF format or on a CD-ROM (can be ordered from the website). Additionally, the website provides updates and a User Guide in PDF format.

TIMSS 1995 Achievement Reports for Math and Science, Technical Reports, and Released Item Sets are available at http://www.timss.org/timss1995i/TIMSSPublications.html

TIMSS Repeat 1999 Achievement Reports for Math and Science, Technical Reports, and Released Item Sets are available at http://www.timss.org/timss1999i/publications.html

TIMSS Benchmarking Achievement Reports for Math and Science, and Technical Reports are available at http://www.timss.org/timss1999b/publications.html

Research Based on TIMSS

There are many publications and reports available that deal with the TIMSS reports. Many types of international comparative research can be done using the TIMSS survey such as:

- Looking at the changes in achievement over time

- Effects of different variables on student performance (e.g. teachers with advance degrees, length of time in classroom, etc.)
- Analyzing coded video data for teaching style differences (or any of the numerous variables for which the data has been coded)

NCES publications in the following areas are available at http://nces.ed.gov/timss/timss95/rsrc_pub.asp

- Summary and Achievement Reports, Videotape Classroom Study Reports, Benchmarking Study Reports, Case Study Project Reports, Curriculum Study Reports, NAEP-TIMSS Linking Study Reports
- Additionally there are Public Policy Publications Resulting from TIMSS from the U.S. Department of Education, National Research Council, Council of Chief State School Officers, Mid-Atlantic Eisenhower Consortium for Mathematics and Science Education: Research for Better Schools, and the National Governor's Association

  For example: *Third International Mathematics and Science Study (TIMSS): Findings and Implications for State Policymakers*, 1998- this report analyzes the results of the TIMSS with the purpose of explaining to state policymakers the reasons for differences in students' performance.

U.S. National Research Center for TIMSS United States also has articles and books available at http://ustimss.msu.edu/.

- For example *A Splintered Vision: An Investigation of U.S. Science and Mathematics Education* (1997)- examines the nature of mathematics and science education in the U.S. in light of the results of the TIMSS. It explores the policy question of what the goals of U.S. education are and what they should be.

1999 Funding

The U.S. National Center for Education Statistics, the U.S. National Science Foundation, and the Applied Research Branch of the Strategic Policy Group of the Canadian Ministry of Human Resources Development provide funding for the international coordination of the study. Each participating country, state, or school district must organize payment for

the implementation of the study within their area and contribute to the international coordinating costs. Many pay for implementation themselves; the World Bank provides the funds for nineteen countries, and the U.S. National Center for Education Statistics and the U.S. National Science Foundation fund the G-8 countries and other top-performing countries from the TIMSS 1995.

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Websites:

www.timss.org - this is the website for the International Study Center. It has information on TIMSS 1995, 1999, 2003, TIMSS 1999 Benchmarking, and the PIRLS. For each study information about participants, instruments and procedures, publications, partners, funding, and contacts is available.

http://nces.ed.gov/timss/ - official NCES website for the TIMSS. Well organized with information on resources, participating countries, the video study, the benchmarking study, partners, contact information, reports, and databases for each of the TIMSS studies.

http://ustimss.msu.edu/ - this site has information on the database, video study, curriculum study, TIMSS-Repeat results for Minnesota and Michigan, and links to books and other publications.

http://www.rbs.org/ec.nsf/pages/L2TIMSS - Research for Better Schools website, provides access to TIMSS related websites and resources. Link to the TIMSS forum, an electronic discussion about TIMSS information and related issues at http://www.rbs.org/ec.nsf/pages/forum.

IEA Civic Education Study (CivEd)

The IEA Civic Education Study (CivEd) is an international survey of youth civic engagement, concepts, and attitudes as well as a test of civic knowledge and skills. The International Association for the Evaluation of Educational Achievement (IEA) first fielded a civic education study in 1971.[3] The new version of the study, created in response to the widespread democratic reforms of the 1990s, aims to provide information on the ways young people are prepared to take on their roles as citizens in democracies. The updated survey consists of two phases of testing. The first, which took place in 1994-96 in 24 countries, consisted of a series of national case studies to determine the varying meanings which nations give to basic civics concepts such as democracy, national identity, and social cohesion as well as to gather information on how countries promote these ideas in civic education. The results of Phase 1 were used to guide testing and question development for Phase 2. Phase 2 took place from 1996-2001 and consisted of a test of civic concepts, attitudes, and engagement that was administered to 14-year-old students in 28 countries.

Who is Surveyed?

Phase 1 of the study involved research coordinators in each country interviewing civic education experts, and analyzing curriculums, textbooks, and national standards related to civics. In some countries this work was supplemented by talking with focus groups of teachers and students. Twenty-four countries produced national case studies.

In Phase 2, nationally representative samples of 3,000 14-year-old students were tested and surveyed. Additionally teachers and principals at sample schools were surveyed. Sixteen countries also chose to test and survey groups of students age 16-18.

Countries Participating in CivEd

Phase 2: Austria, Belgium (French speaking), Bulgaria, Chile, Colombia, Cyprus, Czech Republic, Denmark, England, Estonia, Finland, Germany, Greece, Hong Kong, Hungary,

[3] The 1971 study used a different survey instrument

Italy, Latvia, Lithuania, Norway, Poland, Portugal, Romania, Russian Federation, Slovak Republic, Slovenia, Sweden, Switzerland, United States

What Type of Information Does the CivEd Collect?

The questions in the CivEd are formulated around three topic areas: "Democracy, Democratic Institutions and Citizenship," "National Identity and International Relations," and "Social Cohesion and Diversity."

Factual knowledge: both internationally applicable questions covering the characteristics, institutions, and practices of democracies, citizenship, national identity

Concept Frameworks: e.g. beliefs regarding the attributes of good citizenship, of democracy, of government

Capacity to Interpret Political Communication: questions involve interpreting political cartoons and election leaflets

Attitudes: regarding one nation's, government-related institutions, immigrants and the political rights of women

Actions and Expectations: reading the newspaper, voting, participating in organizations with civic interests

Socio-economic and Demographic Background Characteristics: sex, race/ethnicity, country of birth, family context (parent's education, books in home, etc.), number of parents in home, home language

Accessibility of Data Gathered

The CivEd micro-level data for 14 year-old students will be available in June 2002 on CD-ROM and can be ordered from the IEA.

The results of Phase 1 are published in *Civic education across countries: Twenty-four national studies from the IEA Civic Education Project.* The report is available online from the IEA at http://www2.rz.hu-berlin.de/empir_bf/reports.html. The book format of the report can be ordered from the IEA and costs $33 plus $24 in shipping costs.

The results of Phase 2 can be found at the above site or at http://www.wam.umd.edu/iea?. The international results are published in *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen.* An executive summary and *The IEA Civic Education Study: Expectations and achievements of students in thirty countries*, a report published in 1999, can also be found at this site. Copies may also be obtained from the North American distributor at 1-800-285-2221, product code 235-0042.

The results from the United States survey are available online at this site or at http://nCivEd.ed.gov/surveys/CivEd/. A copy of the report in book format can be ordered from the IEA for $55 plus $18 in shipping costs.

Research Based on CivEd

Descriptive data from the CivEd study have recently been released and currently there are no published research projects using CivEd data. However, as publications are released in the U.S. they will be posted at http://www.nces.ed.gov/surveys/cived/resources.asp.

Funding

Funding for the international coordination for CivEd comes from the IEA organization, agencies and foundations in Germany and the United States, and contributions from participating countries. The work and organization within each country is financed by national, state, private, or public funders. In the United States the National Center for Education Statistics and the W.T. Grant Foundation fund in-depth data analysis. Additionally the Pew Charitable Trusts, the Carnegie Corporation, and the University of Maryland have provided support.

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http://www.wam.umd.edu/~iea/ - International Steering Committee site

http://www.nces.ed.gov/surveys/cived/ - emphasis on US participation in study, provides list of participating countries, partners, management, and a resources link which has reports, publications, and speeches related to CivEd

Progress in International Reading Literacy Study (PIRLS) and the Reading Literacy Study

Both the Progress in International Reading Literacy Study (PIRLS), and its predecessor, the Reading Literacy Study, are under the direction of the International Association for the Evaluation of Educational Achievement (IEA). The Reading Literacy Study was fielded in 32 countries in 1991 to measure the literacy levels of 9 and 14 year-olds and to examine how differences in school policies and teacher instructional activities in reading affect student literacy levels. It was intended to set national baseline data which can be used to monitor changes in literacy levels over time.

The PIRLS, which is being fielded throughout 2001 in 36 countries, is based on the 1991 Reading Literacy Study. However, the framework and instruments are new. The PIRLS will test and survey 9-year-olds ability "to understand and use those written language forms required by society and/or valued by the individual." The study will be fielded every four years and aims to complement the IEA's TIMSS study which looks at mathematics and science skills of 9-year-old students.

In addition, while the PIRLS is being administered, the 1991 test will also be administered to students in countries that participated in the Reading Literacy Test, so that these countries can compare student performance now and then.

Who is Surveyed?

The survey is designed to test reading literacy in children age 9, which is done by testing the upper of the two adjacent grades with the most 9-year-olds. This age group was chosen not only because it is a transitional period for children as readers, but also because the information gathered will compliment data gathered through the Third International Mathematics and Science Study, which tests 9 and 10 year-olds in science and mathematics, and the Program for International Student Assessment, which assesses the reading literacy of 15-year-olds.

Countries Participating in PIRLS

Argentina, Belize, Bulgaria, Canada (Ontario and Quebec), Colombia, Cyprus*, Czech Republic, England, France*, Germany*, Greece**, Hong Kong*, Hungary**, Iceland**, Iran, Israel, Italy**, Kuwait, Latvia*, Lithuania, Macedonia, Moldova, Morocco, Netherlands*, New Zealand**, Norway*, Philippines*, Romania, Russian Federation, Scotland, Singapore**, Slovak Republic, Slovenia**, Sweden**, Turkey, United States**

*also participated in the 1991 Reading Literacy Study

** participated in the 1991 Reading Literacy Study and will participate in the 10-year trend study

Additional 1991 Countries: Belgium, Botswana, Canada (British Columbia), Denmark, Finland, Indonesia, Ireland, Spain, Switzerland, Thailand, Trinidad and Tobago, Venezuela, Zimbabwe

What Type of Information Does the PIRLS Collect?

The 1991 Reading Literacy Study tested 9-year-old students reading literacy in three areas: narrative prose, expository prose, and documents. In addition students completed questionnaires about their attitudes toward reading, reading behavior, and other background information. Surveys were also completed by teachers, principals, and parents to provide a better understanding of other factors influencing reading literacy.

The 1991 Reading Literacy Study test will be administered in 2001 to a representative sample of students from countries participating in the 10 year trend study study. From the sample results it will be possible to estimate how students in 2001 perform on the 1991 test. With this information countries can look at how students' reading literacy has changed over the past decade.

PIRLS focuses on three areas of reading literacy: processes of comprehension, purposes for reading, and reading behaviors and attitudes. The test includes both a written

assessment of reading comprehension and purposes for reading, and a student questionnaire, which measures students' attitudes towards reading and their reading habits. Additionally, there is a questionnaire for teachers, principals, and parents about students' home and school experiences with reading literacy.

Written Assessment- processes of comprehension

Focus on and retrieve information: looking for specific ideas, searching for definitions of words, identifying the setting of a story, finding the topic sentence

Making Inferences: concluding what the main point is after a series of arguments, identifying generalizations, describing the relationship between two characters

Interpret and Integrate Ideas and Information: discerning the message of a text, inferring a story's mood or tone, considering an alternative to actions of the characters

Examine and Evaluate content, Language, and Textual Elements: describing how an author devised a surprise ending, evaluating the likelihood that the events described could really happen

Purposes for Reading: literary experience, to acquire and use information

Student Questionnaire (sample questions)

Students home and school lives, self-perception, attitudes towards reading, reading habits, computer use, home literacy resources, and basic demographic information

Learning to Read Survey (administered to parents, sample questions)

home literacy atmosphere, parent-child literacy interactions, parents' reading habits and attitudes, basic demographic and socioeconomic information.

Teacher Questionnaire (sample questions)

class size, reading level and language abilities of students, instructional time for reading, activities promoting reading, classroom resources, assessment practices teacher's background, training, and attitudes

School Questionnaire (sample questions)

school size, location, resources, neighborhood, types of reading instruction and time, school climate

*Electronic Text Study**

This test is being developed because of the growing dominance of electronic text. PIRLS is developing a study that will test children's literacy with electronic text. The test will also include questions about how children use computers and the Internet and their attitudes towards electronic texts.

*This test has not been fully developed and will not be fielded this year.

Accessibility of Data Gathered

PIRLS: An encyclopedia of reading education will be produced. Included will be a profile of each country's education system with emphasis on primary school reading education. Initial report and data release scheduled for May 2003.

Reading Literacy Study: Information on the Reading Literacy Study is not available online. The micro-level data from this study are available on CD-ROM from IEA Headquarters for $50 plus shipping costs, for more information contact the IEA at department@iea.nl.

The major report on the Reading Literacy Study, *The IEA Study of Reading Literacy: Achievement and Instruction in Thirty-two School Systems*, is no longer available from the IEA because it is out of stock. It may be available in libraries. Some of the smaller reports are available from the IEA for $33:

- Elley, W.B. *How in the World do Students Read.*
- Lundberg, I, and Linnakyla, P. *Teaching Reading Around the World.*
- Postlehwaite, T.N., and Ross, K.N. *The IEA Study of Reading Literacy II. Effective Schools in Reading: Implications for Educational Planners. An Exploratory Study.*
- Wagemaker, H. *Are Girls Better Readers? Gender Differences in Reading Literacy in 32 Countries.*

Research Based on PIRLS and the Reading Literacy Study

PIRLS: The results of the PIRLS 2001 have not been released therefore there are no published research projects using PIRLS data.

Funding

The National Center for Education Statistics (NCES) provides funding for the international coordination of PIRLS. Participating countries also contribute to international coordination and fund their within-country costs.

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The Preprimary Project (PPP)

The increasing demand for and use of early childhood services and the growing awareness of the importance of children's early years led the International Association for the Evaluation of Educational Achievement (IEA) and its member countries to start the Preprimary Project (PPP), which examines the quality of early childhood care around the world. The project was conducted in three stages with 17 countries participating at different stages. Phase 1, which took place between 1989-1991, consisted of household surveys of families with 4 year-old children. The survey gathered information on the major early childhood care and education settings used by families. Phase 2, which took place during the 1992-1994 school years, involved a different base of 4 year-olds, their families, and their caregivers/teachers and used observational studies, interviews and questionnaires, and child development status measures. The purpose of this stage was to examine the early childhood care and education settings named by families in Phase 1. Phase 3 of the study, which took place three years after Phase 2 (1995-1996 for most countries), was a follow-up study of the children in Phase 2 to measure their performance on child development measures and in school, at age 7.

Who is Surveyed?

During Phase 1 of the Preprimary Project, parents of 4 year-old children were interviewed. Phase 2 of the PPP involved children age 4, their teachers/care providers, and their parents. For Phase 3, the children from Phase 2 were assessed again at age 7.

Countries Participating in the PPP

Phase 1: Belgium, China, Finland, Germany, Hong Kong, Italy, Nigeria, Portugal, Spain, Thailand, United States

Phase 2: Belgium, China, Finland, Greece, Hong Kong, Indonesia, Ireland, Italy, Nigeria, Poland, Romania, Slovenia, Spain, Thailand, United States

Phase 3: Finland, Greece, Hong Kong, Indonesia, Ireland, Italy, Nigeria, Poland, Romania, Slovenia, Spain, Thailand, United States

What Type of Information Does the PPP Collect?

Phase 1

Family Interviews- survey to identify the major types of early childhood care and education used by families with 4 year-olds. Questions about the use of services, reasons for use of services, hours of use, etc were asked.

Phase 2

Observation systems

Child Activities- examines the types of activities and interactions of children: amount of time spent on activities, number of other participants, groupings child was involved in (e.g. small group, with one other child), verbalizations of child, and other details were recorded.

Adult Behavior- focuses on what the lead adult (teacher) is saying or doing while working with children. General behaviors noted with particular emphasis on the type and nature of interactions with the children.

Management of Time- measures the way the lead adult manages the children's time: the types of activities proposed for children to do, how long activities last, and what groupings the teacher proposed.

Interviews and Questionnaires

Expectations Questionnaire- given to both teachers and parents. Asks which areas of children's development they think are most important and which areas they view as their responsibility. Each group also predicts the answers of the other group for these questions.

Family Background Interview- administered to parents, collects information about family characteristics such as household composition, parents' educational attainment, household income, etc.

Provider Survey- given to the teachers/caregivers of the children and program directors, focuses on the characteristics of the setting, management, degree of parent involvement, teacher/caregiver characteristics, enrollment data, and materials available for children's use.

Child Developmental Status Measures

Cognitive- assesses children's knowledge in areas such as spatial relations, quantity, and time concepts.

Language- assesses children's verbal skills (telling stories, matching pictures to words or phrases, answering questions to test both receptive and expressive language skills).

Fine-Motor Skills- assesses small-muscle coordination (copying shapes, making shapes with clay).

Social Competence- there are two parts to this assessment. The teacher rates the child's social skills and the child is asked "social thinking" questions.

Preacademic Skills- measures children's school readiness skills in three areas: numbers, prewriting, prereading.

Phase 3

Child Developmental Status Measures

Language- assesses child's knowledge and skills in areas such as sentence completion, comprehension, and story retelling.

Cognitive Development- assesses children's knowledge in areas such as spatial relations, quantity, time, and in memory and problem solving.

Accessibility of the Data Gathered

Raw data is available after the release of the official report for each Phase. Phase 1 data is available to researchers through arrangements with the HighScope research analyst. For Phase 2, the expectations questionnaire data and provider survey data are available, the observation data should be available summer 2002, and the child developmental status measures will be available a year later.

The findings of the PPP study are published in a series of monographs, which are available from High/Scope press. Information on ordering publications is available at the High/Scope website, http://www.highscope.org/

Phase 1:

- *How Nations Serve Young Children: Profiles of child care and education in 14 countries*
- *Families speak: Early childhood care and education in 11 countries*

Phase 2:

What Should Young Children Learn? – Teacher and parent views in 15 countries

- *Early Childhood Settings in 15 Countries: What are Their Structural Characteristics?*
- 2 additional monographs will be published by 2003 (including Phase 3 findings).
- Videotape- *The High/Scope International Videotape Series--Sights and sounds of children: in Belgium, China, Finland, Greece, Hong Kong, Indonesia, Italy, Nigeria, Poland, Romania, Slovenia, South Korea, Spain, Thailand, United States.* High/Scope Educational Research Foundation (1994).

Research Based on PPP

There has been no outside research done with released PPP data.

Funding

Each country funds its own participation. Funds for the international coordination of the project are provided by: the High/Scope Foundation, the Packard Foundation, the Pew Charitable Trusts, the Spencer Foundation, and the Carnegie Corporation.

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Program for International Student Assessment (PISA)

The Program for International Student Assessment (PISA) is an international survey of students' skills and knowledge as they near completion of school, which is coordinated by the Organization for Economic Co-operation and Development (OECD). PISA assessments are planned for every three years: 2000, 2003, and 2006; the first PISA survey took place in 2000 in 33 member countries.[4] Because of increased interest from non-member countries, a second round of PISA, PISA Plus, will be fielded in 11 countries. The test is the same, but the three-year cycle for PISA Plus begins in 2001.

Who is Surveyed?

PISA is administered to 15-year-old students. School principals also complete a survey to provide further background information.

Countries Participating in PISA

Australia, Austria, Belgium, Brazil, Canada, China, Czech republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Korea, Latvia, Luxembourg, Mexico, The Netherlands, New Zealand, Norway, Poland, Portugal, Russian Federation, Spain, Sweden, Switzerland, United Kingdom, United States

PISA Plus: Albania, Argentina, Bulgaria, Chile, Hong Kong, Indonesia, Israel, Lithuania, Peru, Romania, Thailand.

What type of Information Does PISA Collect?

Background Information

Economic, social, and cultural capital of students

Attitudes towards learning, habits and activities, home environment

[4] OECD is an organization whose membership countries support democratic government and market economies; four countries, Brazil, China, the Russian Federation, and Latvia, participated in 2000 but are not OECD members.

Reading Literacy

Reading different types of text: continuous prose- descriptive, narration- and documents representing different structures

Reading Tasks: retrieving information, interpretation, reflection

Reading texts for different situations: instructions, personal interest, work requirements

Mathematical Literacy- arranged into three competencies

Class 1: carrying out procedures- reproduction, definitions, and computations

Class 2: making connections- connections and integration for problem solving

Class 3: mathematical thinking, generalization, and insight

*With the two mathematical "big ideas" for the 2001 survey being change and growth, and space and shape

Scientific Literacy- composed of three aspects

Scientific Process: recognizing scientifically investigable questions, evidence needed for scientific inquiry, drawing conclusions

Scientific Concepts: drawn from biology, chemistry, and physics- energy, nutrition, adaptation, conservation, etc.

Situations: problem solving for individuals, communities, the world

Elements Unique to PISA 2000 and PISA Plus 2000:

- Assessment of student self-concept (motivation and attitude)
- In-depth survey of reading literacy

New Elements for PISA 2003:

- In-depth survey of mathematical literacy
- Assessment of problem solving skills
- May include the addition of a longitudinal school-to-work transition survey

Accessibility of Data Gathered

An international report of the findings of PISA 2000, as well as a CD-ROM with micro-level data, will be released in December 2001. National reports from each participating country will be published as well.

In addition to the initial report, a series of thematic reports will be published following each study. For the 2000 PISA the reports will focus on the following topics: social background and student achievement; engagement and motivation; meeting the needs of low and high achieving students; school factors related to quality and equity; an international profile of reading literacy; gender differences in achievement. These reports will be published in 2002.

Research Based on PISA

The results of the PISA 2000 have not been released, so there are no published research projects using PISA data at this time.

Funding

OECD funds PISA through the contributions of its member countries.

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http://www.pisa.oecd.org/ - gives detailed information about PISA

http://nces.ed.gov/surveys/pisa/ - NCES website, has PISA USA information

Second Information Technology in Education Study (SITES)

The Second Information Technology in Education Study (SITES) is a three stage study designed to look that the role of information and communication technologies (ICT) in primary and secondary schooling in 30 countries around the world.

Both SITES and its predecessor, the Computers in Education Study (COMPED), are under the direction of the International Association for the Evaluation of Educational Achievement (IEA). COMPED was a two-stage study that assessed the how and to what extent computers were being used in education. It was fielded in 1987-1990 and 1992 in 24 countries.

SITES, while based on COMPED, is a completely new study which aims to address not only the use of computers in schools, but also to look at a broader range of ICT issues. The growth of new technologies in the 1990s and their adoption in schools raises questions that cannot be addressed using COMPED.

SITES consists of three modules: module 1, the indicators module, was a short school survey conducted in 1998; module 2, the innovative practices module, is a case study of innovative classrooms being conducted 2000-2002; module 3, the survey module, will repeat module one with school, teacher, and student surveys in 2002-2004.

Who is Surveyed?

Module 1: A short survey was given to by school principals and technology coordinators. The population surveyed included all primary and secondary schools in participating countries.

Module 2: National panels identified innovative classrooms (those using ICT in new and unusual ways). These classrooms are the subject of the case studies. Each country will conduct 4 to 12 case studies. Grade levels will vary. The cross-national study will be based on approximately 250 case studies.

Module 3: A repeat of the module 1 short school survey, with the addition of a teacher survey and an optional student survey.

COMPED: In the first stage, a short survey was given to school principals and technology coordinators (if available). In the second stage, the first survey was repeated with the addition of teacher and student surveys.

Countries Participating in SITES

Module 1: Austria, Belgium (French), Bulgaria, Canada (Ontario), People's Republic of China, Chinese Taipei, Cyprus, Czech Republic, Denmark, Finland, France, Hong Kong, SAR China, Hungary, Iceland, Israel, Italy, Japan, Korea, Latvia, Lithuania, Luxembourg, Malta, Netherlands, New Zealand, Norway, Russia, Singapore, Slovakia, South Africa, Switzerland

Module 2: Austria, Canada, Chile, China, Chinese Taipei, Czech Republic, Denmark, England, Finland, France, Hong Kong, Germany, Israel, Italy, Japan, Korea, Latvia, Lithuania, Netherlands, Norway, Philippines, Portugal, Russian Federation, Singapore, Slovak Republic, Slovenia, South Africa, Spain Catalonia, Thailand, United States

Module 3: undetermined

COMPED Participants: Austria, Belgium (Flemish), Belgium (French), Bulgaria, Canada (British Columbia), China, France, Germany (former West), Greece, Hungary, India, Israel, Italy, Japan, Latvia, Luxembourg, Netherlands, New Zealand, Poland, Portugal, Slovenia, Switzerland, Thailand, United States

What Type of Information Does SITES Collect?

Module 1: (areas of inquiry)

- school operating systems, software, number of computers and their locations, internet access
- teacher training in ICT and software
- student use of computers and the types of programs used, student requirements for ICT competency
- the extent to which ICT is used: to facilitate school reform, by principals for their personal work or school management, for monitoring student achievement

Module 2:

Module 2 consists of case studies. A common set of case study methods is being used to collect information on ICT practices and the school and classroom factors that support and influence them.

Module 3:

The surveys for module 3 have not been developed. The surveys will build on the information gathered in modules 1 and 2. There will be school surveys similar to those in module one as well as teacher surveys looking at their attitudes towards ICT as well as their training and use of ICT in the classroom. An optional student survey will also be included which will address students' knowledge of ICT and exposure to it, as well as their attitudes towards ICT and home use of ICT.

COMPED:

The stage one survey collected information from principals on the availability of computers, their use in schools, computer instruction, and general information on the school and its curriculum. The second survey included a repeat of the first survey and the addition of teacher and student surveys. These surveys included questions on computer literacy, computer use in classrooms, attitudes towards computers, and computer handling ability.

Accessibility of Data Gathered

Module 1:

The results for Module 1 are published in *ICT and the Emerging Paradigm for Life Long Learning: a Worldwide Educational Assessment of Infrastructure, Goals, and Practices*. This book is available from the IEA Secretariat for $33 + $10 shipping costs. For more information email the Secretariat at department@iea.nl.

Module 2:

The results for module 2 will be disseminated in 2002. For further information contact Dr. Robert Kozma at Robert.Kozma@sri.com

Module 3:

Results will be disseminated after the study is completed in 2004.

COMPED Publications:

For information on the following studies contact the IEA Secretariat at department@iea.nl.

- Pelgrum, W.J, and Plomp, TJ. (Eds.) *The Use of Computers in Education Worldwide. Results from the IEA 'Computers in Education' Survey in 19 Education Systems*. Oxford, Pergamon Press, 1993.
- Pelgrum, W.J, and Plomp, TJ. (Eds.) *The Study of Computers in Education: Implementation of an Innovation in 21 Education Systems*. Oxford, Pergamon Press, 1993.
- Pelgrum, W.J, Janssen Reinen I.A.M., and Plomp, TJ. (Eds.) *Schools, Teachers, Students and Computers: a Cross-National Perspective*. Enschede, IEA, 1993. http://www.mscp.edte.utwente.nl/sitesm1/extern/comped/fr2/contents.htm

Research Based on SITES

There is no outside research based on SITES.

Funding

Each IEA member country is responsible for funding SITES in their country. In addition, SITES Module 2 received special funding from Denmark, France, Norway, Japan, United States, the Ford Foundation, and an anonymous donor.

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Website Module 2:
http://www.sri.com/policy/ctl/html/sitesm2.html
http://sitesm2.org/SITES_Research_Projects/SITESM2/sitesm2.html

Website: http://sitesm2.org/SITES_Research_Projects/sites_research_projects.html

European Community Household Panel (ECHP)

The European Community Household Panel (ECHP) is a longitudinal survey that provides micro-level data on income levels, demographics, labor force, health, education, housing, migration, and other household statistics. ECHP is coordinated by Eurostat, the Statistical Office of the European Countries, and is collected in countries within the European Union. The strength of this survey for producing social indicators of child well-being lies in its capacity to generate demographic and socioeconomic measures of the family context in which children live. ECHP was designed as an eight-year longitudinal survey with the first year of collection in 1994 and the last in 2001. In 2003 the ECHP will be replaced with a new survey, the EU-SILC, Statistics on Income and Living Conditions.

Who is Surveyed?

Data is collected from all members of the household who are 16 or older. The survey is designed to follow the original sample individuals and households for the eight years that it is planned. People who move or form new households are followed up in their new homes.

Countries Participating

Austria, Belgium, Denmark, Finland, France, Germany*, Greece, Ireland, Italy, Luxembourg*, the Netherlands, Portugal, Spain, United Kingdom*

*countries used the ECHP from 1994-1996 at which time they switched to existing national panels that collect comparable information

What Type of Information Does the ECHP Collect?

Household File

Demographic: household size, type, number of members, number of adults there

Income: source of income, amount of income, type of work, benefits

Financial Situation: debt, mortgage payments, other bills

how long in home, what types of amenities

Durables: Have car, television, radio, dishwasher

Children: How many, who looks after them

Personal File

Demographic information, employment, unemployment, search for a job, previous job, calendar of activities, education and training, health, social relations, migration, satisfaction information

Link File

Information for tracking households longitudinally

Information on Children Under 16

Age, sex, relationship to other members of the household

Accessibility of Data Gathered

Direct access to a user-friendly longitudinal database containing "anonymised" survey results is possible through ECHP research contracts. Currently only the results for he 1994-1997 are accessible, later waves will be entered into the database when they become available.

ECHP requires all users to sign research contracts and pay a user fee for access to the database. Contracts and fees vary depending on the number of users and type of research. Further information can be found at the SCHP website.

Requests for specific statistical data can be made online at the Eurostat website www.europa.eu.int/comm/eurostat/ for a fee.

In addition, selected results are discussed in a number of Eurostat publications. Eurostat publishes a number of research briefs covering a wide array of topics in their *Key Indicators* and *Statistics in Brief* publications. These publications are available online at the Eurostat website www.europa.eu.int/comm/eurostat/ as pdf files or hard copies. The following are examples:

- Persistence of poverty
- Making ends meet in today's EU household

- Single-parent households and unemployed people particularly exposed
- Income poverty in the European Union: Children, gender, and poverty gaps

The results from the 1995 wave are available as a PDF report, *European Community Household Panel (ECHP)- Selected indicators from the 1995 wave*, which focuses on income, housing and work, for a fee of 45 euro at http://europa.eu.int/comm/eurostat/Public/datashop/print-catalogue/EN?catalogue=Eurostat&product=CA-22-99-765-__-N-EN.

Research Based on ECHP

The ECHP actively encourages outside research through their use of research contracts to gain access to the database. Over 25 ECHP research contracts have been signed. The following are a couple of examples of the types of projects being worked on:

- Relationship between standard of living, social policy, labor market, and the role of the family.
- Transitions from education to work
- Family structure, labor market participation, and the dynamics of social exclusion
- Inequalities in health, economic determinants of the distribution of health and health care

For more information contact Eurostat.

Funding

Eurostat receives funding as the statistical office of the European Union.

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Websites:

http://www-rcade.dur.ac.uk/echp/ - provides basic information about ECHP

http://europa.eu.int/comm/eurostat/ - provides access to EU statistical information for many organizations as well as additional information about Eurostat programs.

http://forum.europa.eu.int/Public/irc/dsis/echpanel/home- ECHP website

Luxembourg Income Study (LIS)

The Luxembourg Income Study (LIS) takes existing household income survey information from participating countries and puts them into a standard format so they may be used for international comparative research. The LIS began in 1983 as a cooperative research project with the purpose of collecting household income data. The LIS has steadily increased participation in the study, which now includes 25 countries on four continents. While data concerning children is limited, the LIS has the capacity to produce demographic and socioeconomic measures of the family and household context in which children live.

Who is Surveyed?

LIS does not use a standard format study, rather countries submit data from income-focused surveys. Data comes from a number of sources including: tax registers, census data, and budget and income surveys. LIS then takes this information and converts it into a standard format. All ages are represented in the datasets, however, when possible child files are created which hold data on all children younger than fifteen.

Countries Participating in LIS

Australia (1981, 1985, 1989, 1994), **Austria** (1987, 1995), **Belgium** (1985, 1988/1992, 1996), **Canada** (1981, 1987, 1991, 1994/1997), **Czech Republic** (1992, 1996), **Denmark** (1987, 1992, 1995/1997), **Finland** (1987, 1991, 1995), **France** (1979/1981, 1984, 1989, 1994), **Germany** (1981, 1983/1984, 1989, 1994), **Hungary** (1991, 1994, 1999), **Ireland** (1987, 1995), **Israel** (1979, 1986, 1992, 1997), **Italy** (1986, 1991, 1995), **Luxembourg** (1985, 1991, 1994), **Mexico** (1984, 1998/1992, 1994/1996/1998), **Netherlands** (1983/1986/1987, 1991, 1994), **Norway** (1979, 1986, 1991, 1995), **Poland** (1986, 1992, 1995), **R.O.C. Taiwan** (1981, 1986, 1991, 1995), **Russia** (1992, 1995), **Slovak Republic** (1992, 1996), **Spain** (1980, 1990, 1995), **Sweden** (1981, 1987, 1992, 1995), **Switzerland** (1982, 1992), **United Kingdom** (1979, 1986, 1991, 1994/1995, 1999), **United States** (1979, 1986, 1991, 1994/1997)

What Type of Information Does the LIS Compile?

Household Level Variables

Demographics: family structure, geographic location, ethnicity, occupation, number and ages of house residents, weeks employed

Expenditures: food, housing, clothing, transportation

Income: wages and salaries, cash property income, market value of home, taxes, benefits, child/family allowances, private pensions, child support/alimony

LIS income aggregates: total earnings, total social insurance, net disposable taxes

Person Level Variables

Demographics: ages, education level, type of worker, weeks working

Income: wage, social retirement, mandatory employee contributions

Child Level Variables

Demographic: age, sex, relationship to reference person

Accessibility of Data Gathered

LIS data are available at no charge to researchers in member countries. Researchers need to register with LIS in Luxembourg to gain access to the database (forms online at http://lisweb.ceps.lu/introduction/userform.htm). Once registered, LIS users access the datasets by e-mailing jobs containing a program in SAS, SPSS, or STATA syntax (example programs can be viewed at http://lisweb.ceps.lu/keyfigures/programs.htm) to postbox@lissy.ceps.lu. From this Internet node, the programs are forwarded to the LISSY V operating system, which actually processes the job. Users usually receive the result of their jobs within a couple of minutes; in case of complex or long jobs the processing time may be slightly longer.

To comply with confidentiality and data security requirements, users can't have direct access to the data and the data are stored on a secured server.

Research Based on LIS

The Luxembourg Income Study publishes a series of research papers that are based in some way on the data from the LIS. These working papers are available at the LIS

website (http://lisweb.ceps.lu/publications/wpapers.htm) in PDF format or as hard copies for $10 each. The following are some examples of recent working papers:

- No. 267 *Impact of Dual Careers on Average Family Size: Comparison of 11 Countries*
- No. 262 *Are Children in Growing Danger of Social Exclusion? Evidence from Italy and Spain*
- No. 257 *The Effects of Children on Household Income Packages: A Cross-National Analysis*
- No. 255 *To What Extent Do Family Policy and Social Assistance Transfers Equitably Reduce the Intensity of Child Poverty? A Comparison between the US, France, Great Britain, and Luxembourg*

In addition, other books, papers, and presentations based on LIS are listed in the What's New section of the LIS website (http://lisweb.ceps.lu/whatsnew.htm) for example:

- Smeeding, T. M., Vleminckx, K. (Eds.). (2001). *Child well-being, child poverty and child policy in modern nations*. Bristol: The Policy Press.

Funding

The LIS study is funded by national science and social science research foundations in member countries and sponsored by the Grand Duchy of Luxembourg and the Centre for Population, Poverty, and Policy Studies.

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Luxembourg Employment Study (LES)

The Luxembourg Employment Study (LES) takes existing labor force survey information from participating countries and puts them into a standard format so they may be used for international comparative research. The LES started in 1994 under the guidance of the Luxembourg Income Study (LIS) project. Currently, survey data from the 1990s for 15 countries in Europe and the United States are included in the database. The LES does not collect information on children directly, but can provide valuable demographic and socioeconomic measures.

Who is Surveyed?

LES does not use a standard format study, rather countries submit data from labor force surveys. LES then takes this information and converts it into a standard format. Survey respondents are usually over the age of fifteen.

Countries Participating in LES

Austria (1991), **Canada** (1997), **Czech Republic** (1994), **Finland** (1990), **France** (1997), **Germany** (1901, 1993, 1997), **Hungary** (1993), **Luxembourg** (1992, 1997), **Norway** (1990)), **Poland** (1994), **Sweden** (1990), **Switzerland** (1997), **United Kingdom** (1989, 1997), **United States** (1990, 1997)

What Type of Information Does the LES Compile?

Demographic Background: sex, age, marital status, ethnicity, number of children in Household, household type

Employment Characteristics of Main Job: professional status, occupation, duration of employment, permanency of contract, number of hours worked per week and when

Education and Training: highest level of general education, further education, job training, age when last in school

Also Covers: Work Status, Information about Second Job, Pervious Work Experience,

Search for Employment, Situation of Inactive Persons, Labour Force Status, Earnings and Income, Situation One Year Before Survey

Accessibility of Data Gathered

LES data are available through electronic mail at no charge to researchers in member countries. Researchers need to register with LES in Luxembourg to gain access to the database (forms online at http://lisweb.ceps.lu/introduction/userform.htm
Once registered, LIS users access the datasets by e-mailing jobs containing a program in SAS, SPSS, or STATA syntax (example programs can be viewed at http://lisweb.ceps.lu/keyfigures/programs.htm) to postbox@lissy.ceps.lu. From this Internet node, the programs are forwarded to the LISSY V operating system, which actually processes the job. Users usually receive the result of their jobs within a couple of minutes; in case of complex or long jobs the processing time may be slightly longer.
To comply with confidentiality and data security requirements, users can't have direct access to the data and the data are stored on a secured server.

Research Based on LES

The Luxembourg Income Study Working Paper Series publishes a series of research papers that are based in some way on the data from the LIS or LES. These working papers are available at the LES website (http://lisweb.ceps.lu/publications/leswpapers.htm) in PDF format or as hard copies for $10 each. The following are some examples of recent working papers:

- No. 15 *Working and Studying: What Explains Youngsters Decisions?*
- No. 7 *Gender Equality in the Labor Market: A Comparison of the Public and Private Sectors in Six Countries*
- No. 6 *The Household Situation of the Unemployed*

Additionally, other papers and presentations based on LES are listed in the What's New section of the LES website (http://lisweb.ceps.lu/whatsnew.htm).

Funding

The LES study is partially funded by the Human Capital and Mobility Programme of the European Commission and the Norwegian Research Council. National research centers provide additional funds.

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International Social Survey Program (ISSP)

Started in 1984 by research groups in Germany, Britain, Australia, and the United States, the International Social Survey Program (ISSP) is a cross-national collaborative survey effort to produce internationally comparable data on a variety of social topics. Since it's founding, the ISSP has expanded to include members from 38 countries.

The ISSP surveys are designed as 15-minute modules to be included as part of larger social surveys which each member fields on a regular basis. Each year the ISSP module covers a different topic, although topics are repeated approximately every six years so that trends across time can be tracked. In addition there is a core of socioeconomic background variables used in all surveys.

Who Is Surveyed?

These are cross-sectional surveys, usually of adults 18 and over although some countries interview youths younger than 18. Children in households are identified, usually by age, in most years and for most countries.

Participating Countries

Austria, Australia, Italy, Ireland, Germany, Great Britain, Hungary, The Netherlands, Israel, Norway, United States, Philippines, New Zealand, Russia, Japan, Bulgaria, Canada, the Czech Republic, Slovenia, Poland, Sweden, Spain, Cyprus, France, Portugal, Slovakia, Latvia, Chile, Bangladesh, Denmark, South Africa, Taiwan, Brazil, Mexico, Venezuella, Flanders, Finland, Switzerland

*For information on the years countries joined and which surveys countries have participated in, go to http://www.issp.org/info.htm#working principles

What Type of Information Does the ISSP Collect?

1985
1990
1996 *Role of Government*- this module includes questions on the role of the government, peoples' attitudes about civil liberties, education and parenting, welfare and social equality, and the economy.

1986
2001 *Social Networks*- this module looks at social networks and support systems by

asking people about their contact with friends and relatives.

1987
1992
1999 *Social Inequality*- this module explores themes of social equality: examines beliefs about social mobility, explanations for inequality, views concerning social conflicts, and related topics.

1988
1994
2002 *Family & Changing Gender Roles*- this module examines the increasing labor force participation of women and how it affects the family. Questions cover marriage and cohabitation, divorce, children, child care, labor force demographics, and earnings of men and women.

1989
1997 *Work Orientations*- this module collects information on work including questions about work motivation, job satisfaction, working conditions, and desirable job characteristics.

1991
1998 *Religion*- this module examines the impact of religious beliefs and behaviors on social, political, and moral attitudes. Religious questions ask participants about current religious activities, religion and their upbringing, traditional Christian beliefs, and existential beliefs. Non-religious questions ask participants about personal morality, sex roles, crime and punishment, and abortion.

1995
2003 *National Identity*- this module explores nationalism and patriotism, localism and globalism, social diversity and immigration.

2004 *Citizenship*- a new module is being created.

Accessibility of Data Gathered

Survey data are available on CD-ROM as an SPSS portable file for the years 1985-1996, 1998 and can be ordered at http://www.gesis.org/en/data_service/issp/guide.htm for a cost of DM 50. Codebooks and questionnaires can also be ordered or are available online at http://www.gesis.org/en/data_service/issp/guide.htm.

Research Based on ISSP

The ISSP keeps an online bibliography of research papers that use ISSP data from at least two countries (http://www.issp.org/biblio.htm). There are over 1000 publications listed. Additionally, there are five collections of ISSP research:

- Roger Jowell, Sharon Witherspoon, and Lindsay Brook, eds., *British Social Attitudes: Special International Report*. Aldershot: Gower, 1989
- J.W. Becker, James A. Davis, Peter Ester, and Peter P. Mohler, eds., *Attitudes to Inequality and the Role of Government*. Rijswijk, The Netherlands: Sociaal en Cultureel Planbureau, 1990
- Roger Jowell, Lindsay Brook, and Lizanne Dowds, eds., *International Social Attitudes: The 10th BSA Report*. Aldershot: Dartmouth Publishing, 1993
- Alan Frizzell and Jon H. Pammett, eds., *Social Inequality in Canada*. Ottawa: Carleton University Press, 1996
- Alan Frizzell and Jon H. Pammett, eds., *Shades of Green*. Ottawa: Carleton University Press, 1997.

For further information on these research collections please contact the ISSP Secretariat at smith@norcmail.uchicago.edu

Funding

There is no central funding for ISSP work. Each nation must cover its own expenses.

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http://www.gesis.org/en/data_service/issp/ - more in depth information, information on data sets and codebooks

http://www.issp.org/ - general information on ISSP, bibliography, ISSP secretariat homepage

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